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Teachers' Salaries and Cost of Living

A Report by Supt. Jas. A. Barr, Stockton.

For the past three or four months Superintendent James A. Barr of the city schools has devoted much time to the gathering of data to show how living expenses have increased during the past few years and how the cost of living has affected wage earners, including teachers. At the meeting of the Board of Education, Mr. Barr submitted a report recommending that steps be taken at once to secure a sufficient appropriation to raise the salaries of principals, teachers and janitors, and that hereafter all employes of the school department be paid monthly throughout the year. Each member, when interviewed, expressed his heartiest approval, and stated that justice demanded that the pay of the teachers be increased. The report is highly interesting and is herewith given in full:

Stockton, Cal., March 6, 1907.

To the Board of Education of the City of Stockton:

Mrs. Davis and Gentlemen:

During the past two years there has been a marked increase in the cost of living. This increase has been especially pronounced in California since the earthquake and fire in San Francisco in April last. In practically all occupations throughout the State, teaching alone excepted, salaries have been advanced to meet this increased cost of living expenses. In submitting to the tax-levying bodies of this city and county estimates of the expense of conducting the coming school year, it would seem to be but just that the principals, teachers and janitors of the public schools should receive as much consideration in the matter of a living wage as is so freely accorded by the public to the plumber, the carpenter, the painter, and to other wage earners.

Former Standard Low

No better illustration of the fixed condition of teachers' salaries could be made than by comparing the salaries paid in Stockton in 1887 with salaries paid now. In 1887 the average annual salary paid grade teachers in Stockton was \$779.41. At that time the standards required of teachers were far lower than those now demanded. A high school education was deemed ample preparation for teaching. Even a grammar school education, supplemented by a few months' additional training, was accepted as a good basis for entrance to the school room as a teacher.

Paltry Increase

At the present time a large proportion of our teachers are Normal School graduates, while not a few have had University training. The training or experience now demanded of the teacher as a prerequisite to entrance to our schools requires at least four more years of preparation than were required twenty years ago, while living expenses are far greater. Taking into account the higher standards and the increased cost of living, one would imagine that there had been a material increase in salaries since 1887. Here are the facts: In 1887 the average salary paid grade teachers in Stockton was \$779.41. Today, at the end of twenty years, the average annual salary paid such teachers is \$790.80, an increase of but \$11.30, or less than 1½ per cent.

What Authorities Say

In striking contrast with this small increase is the report of Bradstreet's on the cost of food and clothing at the close of 1906, showing an advance of nearly

25 per cent as compared with the previous year. Stockton, in common with all other places in California, has seen, during the past year an even greater increase in the cost of the actual necessities of life. According to Stevenson, in his "Cost of Living," the cost of foods, reduced to an average expenditure, shows an increase of $48\frac{1}{2}$ per cent over the average cost in 1898.

High Cost of Living

Coal that now retails in Stockton at \$16 per ton sold in 1906 at \$12, and in 1905 at \$11, showing an increase of 33 1-3 per cent for the year, and of more than 45 per cent during the past two years. The same coal retailed seven years ago for \$10 per ton, an increase in seven years of 60 per cent. Four-foot wood that sold in 1906 for \$8 per cord now sells at \$10, an increase of 25 per cent. Within the past two years butter has increased 25 per cent in cost, bread 20 per cent, potatoes 45 per cent, fresh meats (especially pork and mutton) from 15 to 35 per cent, with increases in many other table necessities in proportion.

Advances have been made in practically all kinds of clothing and house furnishings. For instance, during the past six months the price of muslin has advanced from 10 to $12\frac{1}{2}$ cents a yard, an increase of 25 per cent, while sheeting which sold at 25 cents per yard a year and a half ago now brings $37\frac{1}{2}$ cents, an increase of 50 per cent. A tailored suit that two years ago cost \$22.50 now costs \$30, an increase of 33 1-3 per cent. Shoes that sold last year for \$3.50 now cost \$4, a modest increase of but 14 per cent. The 5-cent call-coes of the past now sell for 7 cents a yard, an increase of 40 per cent. In this connection it is interesting (and depressing, as well) to note that No. 1 redwood that sold two years ago at \$18 per thousand feet now commands \$34, an increase of nearly 90 per cent, while No. 1 pine that sold at that time at \$16 per thousand feet now brings \$33, an increase of 106 per cent. Without going into further details, so runs the increase in the cost of living for teachers as well as for all others called upon to live during these prosperous times.

It will be admitted that this appalling increase in the cost of living during the past few years, but especially during the past year, has not thus far materially affected the salaries of the principals, teachers and janitors of the public schools. It is but fair to note how the earnings of other wage earners have been affected. Within the year the minimum daily wage paid carpenters in Stockton has been increased from \$3.50 to \$4 per day, an increase for the year of 14 per cent. It should be noted that the Stockton carpenter is assured of steady work in San Francisco at \$5 per day.

Salaries Compared

On January 1, 1907, the wages of all employees in the printing offices of Stockton were raised \$3 per week. Job printers were increased from \$19.50 per week to \$22.50 per week, job foremen from \$24 to \$27 per week; linotype operators, afternoon papers, from \$22.50 to \$25.50 per week, and on morning papers from \$25.50 to \$28.50 per week. It is interesting to note that a carpenter working steadily at his trade will earn more during the year than will any grade teacher in the public schools; that any job printer in the city has a greater earning capacity than any of the principals or teachers in the primary and grammar schools (five principals alone excepted), and that the foreman of any job printing office, with but perhaps but six or eight employees under him, can earn more during the year than can a principal in the service of the grammar schools having charge of the school work of 400 or more boys and girls.

Prior to 1903 plumbers in Stockton were paid from \$2 to \$3 per day, their hours being reduced from nine to eight some two years before. In 1903 the minimum daily wage was increased from \$3 to \$3.50. On September 1, 1906, the minimum daily wage was increased to \$4.50 per day, representing an increase during the past four years of 50 per cent in the wages paid plumbers. Any journeyman plumber in Stockton working steadily at his trade has nearly double the earning capacity of teachers in the primary and grammar schools, or to make the comparison in another way, the Stockton plumber working steadily at his trade can earn more during the year than can any of the ninety employees of the Stockton school department, with the exception of the principal of the High School and the City Superintendent of Schools.

Relative Qualifications

Under the laws of the State a boy of 14 from the grammar schools may become a plumber's apprentice or helper. In four years' time he will be a journeyman plumber earning \$4.50 per day, or if he lives in San Francisco, \$6 per day. In other words, the plumber will be earning full wages at an age when the young man or the young woman is about ready to begin a four years' course in Normal School or University as special preparation for teaching.

During the four years that the Normal or University student is preparing for teaching, at an expense for board, books, lectures, etc., of at least \$500 per year, the plumber will be working at his trade at \$4.50 per day. Should the student be fortunate enough to secure a diploma, he or she may then hope to earn perhaps one-half as much as the plumber. The financial

chances of the teacher may best be shown by considering the fact that of the 9371 teachers engaged in public school work in California, less than 100, or but little over 1 per cent, are now paid salaries equal to the financial wage standard accorded the Stockton plumber. So much for the financial rewards of teaching school!

Teachers Paid Least

Other comparisons just as striking might be made. With the exception of teachers, apparently all wage earners, whether carpenters, plasterers, bricklayers, teamsters, hodcarriers, etc., are receiving much higher wages, wages more commensurate with the cost of living and with the general prosperity of the times. It should be distinctly noted that these comparisons are not made with a view to showing that better-paid wage earners are paid too much, but that the teachers are paid entirely too little.

No Extra Compensation

Studies that have been made show that the teacher in schoolroom work and in preparation will average more than ten hours per day, whereas most trades are on an eight-hour basis. Moreover, when the tradesman works overtime, his wages for the extra time are invariably 50 per cent higher than his scheduled wage rate; but the regular daily overtime put in by the teacher means more service for pupils and parents without thought of extra compensation.

Tax Rate Compared

When the question of teachers' salaries is broached, it is at times popular with tax-levying bodies to raise the cry of "high taxes." The following table will show the total local school tax rate, including both the county and the city or distinct school tax, levied in various California cities for maintaining the public schools during the present year:

Eureka .....	.418
San Jose .....	.42
Oakland .....	.458
Stockton .....	.48
Salinas .....	.48
Santa Rosa .....	.48
Palo Alto .....	.49
Berkeley .....	.50
Santa Cruz .....	.53
Alameda .....	.597
Pomona .....	.60
San Diego .....	.61
Sacramento .....	.655
San Bernardino .....	.657
Santa Barbara .....	.68
Riverside .....	.68

Santa Ana .....	.83
Ventura .....	.844
Fresno .....	.88

These figures show that Stockton, as compared with other California cities, is not overtaxed for school support. They also demonstrate that a reasonable increase in the tax rate can well be made by the tax-levying bodies of the city and county to permit of an increase in the salaries of the principals, teachers and janitors of the public schools.

Two Months Idle

Stockton, in common with many California cities, pays the teachers for ten months only. From the last of June to the last of September the teachers must live—but without a salary. If the salaries paid teachers during the months actively employed are not sufficient for a year's support, especially when the vacation is long, they must seek other means of earning a livelihood. Such employment leads to divided interest and is quite sure to be at the expense of school work. All other regular employes of State, county and municipality are paid for twelve months in the year. Teaching would be on a better basis both for taxpayer and teacher if teachers had a regular monthly income to look forward to each month throughout the year. If teachers of experience are to be retained in the schools, they should receive a sufficient salary for the necessary expenses of living, not for ten months, but for the entire year.

Many Quit Profession

The matter of teachers' salaries is one of vital importance, not only to the teachers themselves, but to the general public as well. Our teachers are now not only the poorest paid of all our professional classes, but are much more poorly paid than the average California mechanic of today.

The teacher's calling, from its very nature, makes heavy financial demands upon one. Teachers must live and dress well. They cannot be cheap and careless in such matters. Their board and their attire cost more than that of cheaper classes of labor. Besides this, it is absolutely necessary, if teachers are to maintain their positions and be effective in their work, that they spend considerable sums of money each year in the purchase of books and magazines, both literary and professional. They must also attend lectures, and from time to time take special courses of instruction, all of which are expenses not called for in the ordinary walks of life.

Services Underestimated

As a body the teachers in the public schools of Stockton rank with any corps in

California. Both from the standpoint of high character of work done and of the increased cost of living, they are deserving of better salaries. The municipality, as the wealthiest employer of labor, can well afford to pay its teachers on at least the same basis as the individual citizens pays when he seeks the services of the carpenter, the plumber, the bricklayer or the printer.

Recommendations

In conclusion, the following suggestions are submitted for your consideration:

1. That the tax-levying bodies of the city and county be requested to levy a tax sufficient to raise the salaries of the principals, teachers and janitors of the public schools to a basis that will at least approximate that of other wage earners.

2. That, beginning with July 1, 1907, the salaries of all principals, teachers and janitors be paid in twelve equal monthly payments, the same as salaries are paid to other regular employes of the State, county and city. Respectfully submitted.

JAS. A. BARR,

City Superintendent of Schools.

Spokane Salaries

Teachers in the Spokane public schools have appealed to the 150,000 Club to aid them in their effort to receive an advance of \$10 per month in salaries. Secretary Rice has received a communication from Mrs. Mabel Gundlach, secretary of the Grade Teachers' Association, in which a comparison between the salaries of Spokane teachers and those of other cities is made. The communication also says that a number of the teachers in Spokane are awaiting to see whether there will be an increase in salaries before seeking positions elsewhere.

The communication was referred by the 150,000 Club to a committee composed of C. Herbert Moore, G. C. Corbaley and A. C. Ware, which will make an investigation.

Following is the communication from the Grade Teachers' Association:

"Knowing that the 150,000 Club is solicitous for the future of Spokane and that the club feels a keen interest in the schools of our city, we, the committee of the Spokane Grade Teachers' Association, ask your assistance in securing an immediate raise of teachers' salaries.

"We had expected to receive an extra months' salary by the lengthening of our term, which only added two weeks to our present term of nine months.

Some Get Only \$40 Per Month

"Other cities of our State have recently finished large and modern school buildings and have granted to their teachers a raise of 25 per cent. The minimum salary paid to Spokane teachers is \$40, just one-half the amount paid to teachers of the same class in Seattle. There is a difference of \$16 per month in the maximum salary paid in Seattle and in Spokane.

"The actual expense of a Spokane teacher is about \$40 per month. This amount includes board, laundry and car fare to school. The maximum salary here is \$60 per month for twelve months, which leaves about \$20 for clothing, books, magazines, railroad fare to and from professional meetings, doctor bills, church subscriptions, charity purposes, investments, entertainments, etc., and fully one-third of our teaching force have persons dependent upon them.

"Several of our most efficient teachers are only waiting the result of our effort to obtain more pay, and if we are unsuccessful they will seek positions elsewhere. Others are looking toward a change in their line of work.

The continual fluctuating of our teaching force is a great drawback to our city schools. This year we have had something over seventy new teachers to begin work in our schools.

"The teachers wish to thank the 150,000 Club for the interest it has shown in them and for past efforts made in their behalf. It is our aim to secure a raise of \$10 per month, beginning with the present term, for every teacher in the grades of the Spokane schools. Very respectfully,

"MRS. MABEL GUNDLACH,

"Chairman of Committee."

SALT AND PEPPER

An old lady walked into the office of the Judge of Probate once upon a time and asked:

"Are you the judge of reprobates?"

"I am the judge of probate."

"Well, that's it, I expect. You see, my father died detested and left several little infidels, and I want to be their executioner."

The Psalmist asks, "What is man?" And here comes Herbert Spencer with an answer, viz: "Man is a transcendental ideation of solidaric intusceptive autochthonal redaction and orgasmic individualization of mobilized egressus and noetic and dia-noetic plasticities of intellectivity; that is, an ectypical macrocosmic modality of ultraneous and fusiform differentiation, spontaneously racemated into homogeneous individuality."

ADDRESS

by President Arthur Amsden Macurda, California College, at the Installation Exercises in the College Chapel, April 17, 1907.

Each one within the sound of my voice can doubtless recall certain clearly marked crises in his intellectual life. They are not the same for every one, and yet they will be found distinct and sharply defined in memory. A great thought, in succinct phrase or compressed formula, has burst with dazzling light into the very sanctuary of self, and thenceforth has been seated there with directive power, a ruler in the kingdom of man-soul.

These compelling, life-shaping concepts usually are concerned with some revelation of the divine. The individual cannot claim for them a unique character. Many young men, I am certain, nay probably most of such as you, have been initiated into the same awesome and delightful mysteries common to the experience of multitudes, and yet I find in one of these visions my theme for this occasion.

The youth entering upon his pursuit of the knowledge to be derived from a college career frequently gains his first real insight, the first glimpse, of what it should all mean when that well-known epitome of philosophy formulated by the German seer and embodied in the words, the Good, the True, and the Beautiful, is laid before his eager youthful vision. The development of the thought that each of these in its ultimate perfection becomes the same, and that all are differing manifestations of the divine being, gives the young student a foothold in his intellectual struggles for which he may be ever grateful. One phase of this trinity seems appropriate for our present consideration.

As the Good represents our spiritual and moral life, and the Beautiful our aesthetic and even physical development, and as to neither of these while all important and not to be neglected, is the prime function of an educational institution to minister, Truth, the goal of intellectual endeavor, the mighty prevailing power that cannot fail, the omniscient and omnipotent as well, the mind's apocalypse of God, truth is our proper theme.

The pursuit of truth is first of all a duty; its attainment, in ever so slight a measure, is productive of the highest and most real pleasure which man may experience, and again the frailest human being linked with truth is invincible.

The duty of truth seeking is the highest known to man. In these days of the psychologist's insistence upon interest as a mental stimulus let us not decry the place of duty as a motive of action. Duty has

enormous and often unrecognized claims upon the right intentioned. It is a duty to study duty. Specific and personal duty is a section of that truth which it is the duty of the individual to discover. The dutiful life must ever be the studious life.

The inability to distinguish truth from a mass of overlying and accompanying error is a misfortune of the greatest magnitude. It is responsible for innumerable shipwrecks of life and character. It is the cause of that frequent destruction of the ideals and aspirations of young men when first initiated into the intellectual fellowship of highly trained minds. The youth who enters college and finds that the lessons taught him by his childhood teachers cannot stand the test of his own quickened reasoning powers and that his evident superiors in intellect do not indorse such teachings, feels the prop, the foundation of his moral edifice crumbling away. He fails, right at the point of not seeking, unreservedly, truth. In his haste to be rid of childish error he recklessly flings away the priceless jewel of truth lost in the rubbish heap of ignorance.

It is not a wicked or damnable thing for a young man to have doubts. Such a period in his career is practically inevitable if we are to heed the lessons, the revelation of truth, of psychology. But woe to that young man who because of his incertitude despairingly abandons the quest of truth; and miserable beyond measure is he who, with incomplete development of his mental powers, and uninformed as to the facts even in his own special field, dares to assert that truth is limited and circumscribed within the range of his imperfect and little vision.

The truth seeker from a sense of duty must never pause in his search, for though he cannot reach absolute and final certitude while hedged in by finite and fleshly limitations, duty bids him ever strive to reach the highest possible altitude. Duty does not allow an incomplete task, though its fulfillment be impossible.

Whatever fragment of truth is apprehended it is by means of rational processes. Our minds are the God-given means whereby truth as such is to be seized and the chief business of an educational institution is to magnify and glorify the duty of entering upon the life-long truth search.

This quest, however, is not a hopeless, dreary stumbling along the way of barren duty. It is not the never-ceasing grind and creak of the treadmill turned by weary and

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unwilling feet. It is not the monotonous humdrum, bitter and tedious doing-the-next-thing. Its rewards and delights are the sweetest and richest of human enjoyment. There is naught that can compare with even the rediscovery of a truth before unrevealed to him by an individual and the ecstasy of knowing that one has attained to the knowledge of that previously unknown to his fellows and is thereby in a position to draw the veil concealing truth in all its grandeur and completeness a little further to one side and to permit its light to radiate the dark gloom of men's minds and transform the lives of mortals by rendering them so much the more nearly immortal through the quickening ray of revelation.

Religion, science, art, are all filled with instances of achievement in the discovery of the true relations of things. A grateful world has enshrined the names of the revealers as the benefactors of mankind. The Way the Truth and the Life is the only source of true and abiding happiness. The truth-seeker is the only philosopher who will ever attain the goal of pleasure.

But there is another aspect of the reaching after truth. Truth is truth; no failure to comprehend it lessens its reality. Truth lives and abides. It is as eternal as God. No obstruction or temporary ascendancy of error can in any wise detract from or injure truth itself. "It is mighty and must prevail."

Discouragement and failure have their sources in two weaknesses. First, the failure to properly utilize the truth as a basis for work, and, secondly not to work unflaggingly with the certainty of truth to keep one from letting go, the failure due to lack of persistence and will and grit. I care not in what walk of life you elect to go, as preacher, doctor, merchant, engineer or artisan, if you have studied your problem to unearth the fundamental and guiding truth thereof, and then conscientiously follow the promptings of that discovery, you must succeed. Labor undirected by intelligence is as unprofitable and wretched as intellect without a persistent employment of itself.

Intelligent effort is and must be of necessity successful. Truth sought and found and then unyieldingly adhered to is the victor always in the struggles of life.

This is then a plea to the ambitious for the recognition of the need to give arduous

study to the problems of life in an endeavor to find how best their work is to be done and then to practice in accord with these fundamental rules. In the words of Milton, "To scorn delights and live laborious days."

This institution clearly is intended to do its work in the world. What is its true ideal? How is it to be ascertained? In the light of this argument we can only hope to find it by diligent and painstaking study. A theory cannot combat truth. Let us devote ourselves to the search for truth, the eternal verity, as it affects California College and as it is revealed make rigorous application of it with unremitting ardor and enthusiasm. It clearly must stand for as high an intellectual ideal standard in the work it offers as any other institution whatever, for the Christian ideal can never be inferior. In social relations and the cultivation of the observances of the amenities of life it plainly must stand for true culture and refinement. In the training of the aesthetic nature and in the development of the physical well-being there is no uncertainty that the absolute best is the road to success. And all of this is purposeless and vain if the supremest form of revealed truth, the knowledge and wisdom of God, be not accorded the loftiest place and given the direction and rule of all else.

Mid flaming wings of cherubim borne on,
Wheeling adown the endless ages'
track,
Resistless, halting not, nor turning
back,
Each struggle dread the victrix, Truth, has
won.
The weakling even dares to raise his hand
And smite with all the force within his
arm
Against the evil and those working
harm
Because he feels Her, conquerer, near him
stand;
So, hand-in-hand with Truth he may ad-
vance
With calm assurance and emboldened
heart,
Serene, through outward changing circum-
stance,
And dauntless, undismayed by Error's
art,
Sweep, clear-eyed, confident, o'er paths
untrod
Till face-to-face he stands before his
God.

Revision of the California School Law

ASSEMBLY CONSTITUTIONAL AMENDMENT NO. 24—A RESOLUTION TO PROPOSE TO THE PEOPLE OF THE STATE OF CALIFORNIA AN AMENDMENT TO THE CONSTITUTION OF THE STATE, BY AMENDING SECTION SEVEN OF ARTICLE NINE THEREOF, RELATING TO BOARDS OF EDUCATION.

The Legislature of the State of California, at its regular session, commencing on the seventh day of January, one thousand nine hundred and seven, and two-thirds of all the members elected to each of the houses of the Legislature voting in favor thereof, hereby proposes that section seven of article nine of the Constitution of the State of California be amended so as to read as follows:

Section 7. The State Board of Education shall consist of the following members:

1. The Governor.
2. The Superintendent of Public Instruction.
3. A representative of the State University, selected by the president thereof.
4. A representative of the Leland Stanford Jr. University, selected by the president thereof.
5. A representative of the State normal schools, selected by the president thereof.
6. A practical business man, not directly connected with any school, selected by the Governor.
7. A representative of the rural schools, selected by the county superintendents at the superintendents' biennial convention.
8. A representative of the city schools, selected by the city superintendents at the superintendents' biennial convention.
9. A representative of the polytechnic schools, selected by the principals of the polytechnic high schools receiving State aid.

The State Board of Education shall compile or adopt a uniform system of text-books for use in the day and evening elementary schools throughout the State; and shall perform such other duties as may be prescribed by the law. The Legislature shall prescribe for the printing and publishing of such text-books, when adopted, by the Superintendent of State Printing at the State Printing Office, and, when so printed and published, to be distributed

and sold at the cost price of printing, publishing and distributing the same. The text-books so adopted shall continue in use not less than four years. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendent and the County Boards of Education shall have exclusive control of the examination of teachers and the granting of teachers' certificates within their respective jurisdiction.

AN ACT TO AMEND SECTION SEVENTEEN HUNDRED AND SEVENTY OF THE POLITICAL CODE, RELATING TO DUTIES OF COUNTY BOARDS OF EDUCATION.

The People of the State of California, Represented in Senate and Assembly, Do Enact as Follows:

Section 1. Section seventeen hundred and seventy of the Political Code is hereby amended to read as follows:

1770. (1) Each County Board of Education shall meet semi-annually at such time as they may determine. Special meetings may be called by the superintendent whenever, in his judgment, the exigencies of the school may require them to be held. Upon the request of any three members, in writing, the superintendent shall call a special meeting. Notice of all semi-annual meetings shall be given by the secretary at least ten days prior to the time of meeting. No business shall be transacted at a special meeting except as provided in subdivision two of this section, other than such as may be specified in the call of the secretary.

(2) At the semi-annual meetings only the board shall examine applicants for certificates to teach in the public schools. All examination papers for teachers' certificates shall be kept on file in the office of the Superintendent of Schools for at least one year, and shall be open for the inspection of the applicants or their authorized agents. Certificates upon credentials may be granted, and unexpired certificates may be renewed, at any meeting of the board.

(3) The Board of Supervisors shall allow to each member of the County Board of Education a compensation of five dollars a day for his services, and the same rate of mileage as is allowed to the members of the Board of Supervisors of the county. The secretary shall be allowed the sum of five dollars a day for the actual time that

the board may be in session; said compensation of the members of the board, and of the superintendent, shall be payable out of the same fund and in the same manner as the salary of the Superintendent of Schools is paid.

(4) All expenses for printing required by the County Board of Education, and all incidental expenses incurred for stationery or other purposes in the performance of their duties, shall be audited and paid as other claims against the general fund of the county are paid.

ASSEMBLY BILL NO. 505—AN ACT TO AMEND SECTION 1532 OF THE POLITICAL CODE, RELATING TO DUTIES OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

The People of the State of California, Represented in Senate and Assembly, Do Enact as Follows:

Section 1. Section fifteen hundred and thirty-two of the Political Code is hereby amended to read as follows:

1532. It is the duty of the Superintendent of Public Instruction:

First—To superintend the schools of this State.

Second—To report to the Governor, on or before the fifteenth day of September preceding each regular session of the Legislature, a statement of the condition of the State normal schools and other educational institutions supported by the State and of the public schools.

Third—To accompany his report with tabular statements, showing the number of school children in the State; the number attending public schools, and the average attendance; the number attending private schools, and the number not attending schools; the amount of State school fund; apportioned, and the sources from which derived; the amount raised by county, city, and county and district taxes, or from other sources of revenue, for school purposes; and the amount expended for salaries of teachers, for building school houses, for district school libraries, and for incidental expenses.

Fourth—To apportion the State school fund; and to furnish an abstract of such apportionment to the State Controller, the State Board of Examiners, and to the county and city and county auditors, county and city and county treasurers and to county and city and county school superintendents of the several counties of the State. In apportioning said fund he shall

apportion to every county and to every city and county two hundred and fifty dollars for every teacher determined and assigned to it on school census by the county or city and county school superintendent for the next preceding school year, as required of the county or city and county school superintendent by the provisions of Section 1858 of this code, and after thus apportioning two hundred and fifty dollars on teachers' or census basis, he shall apportion the balance of the State school fund to the several counties or cities and counties according to their average daily attendance, as shown by the reports of the county or city and county school superintendents for the next preceding school year.

Fifth—To draw his order on the controller in favor of each county or city and county treasurer for school monies apportioned to the county or city and county.

Sixth—To prepare, have printed and furnish all officers charged with the administration of the laws relating to the public schools, and to teachers, such blank forms as may be necessary to the discharge of their duties, including blank teachers' certificates to be used by county and city and county Boards of Education.

Seventh—To have the laws relating to the public schools printed in pamphlet form, and to supply school officers and school libraries with one copy each.

Eighth—To visit the several orphan asylums to which State appropriations are made, and examine into the course of instruction therein.

Ninth—To visit the schools in the different counties and inquire into their condition; and the actual traveling expenses thus incurred, provided that they do not exceed eighteen hundred dollars per annum, shall be allowed, audited and paid out of the general fund in the same manner as other claims are audited and paid.

Tenth—To authenticate with his official seal all drafts or orders drawn by him, and all papers and writings issued from his office.

Eleventh—To have bound, at the State bindery, all valuable school reports, journals, and documents in his office, or hereafter received by him.

Twelfth—To report to the controller, on or before the 10th day of August of each year, the total number of children in the State between the ages of five and seventeen years, as shown by the latest reports of the county and city and county superintendents on file in his office.

Thirteenth—To deliver over, at the expiration of his term of office, on demand, to his successor, all property, books, documents, maps, records, reports and other

papers belonging to his office, or which may have been received by him for the use of this office.

Sec. 2. This act shall take effect and be in force from and after its passage.

AN ACT TO AMEND SECTION ONE THOUSAND, FIVE HUNDRED AND FORTY-THREE OF THE POLITICAL CODE OF THE STATE OF CALIFORNIA, RELATING TO THE GENERAL DUTIES OF SCHOOL SUPERINTENDENTS SO AS TO PROVIDE FOR THE TRANSFERRING OF THE FUNDS OF LAPSED SCHOOL DISTRICTS TO THE DISTRICTS INTO WHICH THEY ARE MERGED.

The People of the State of California, Represented in Senate and Assembly, Do Enact as Follows:

Section 1. Section one thousand, five hundred and forty-three of the Political Code of the State of California is hereby amended so as to read as follows:

1543. It is the duty of the County Superintendents of each county:

First—To superintend the schools of his county.

Second—To apportion the school moneys to each school district, as provided in section one thousand, eight hundred and fifty-eight of this code, at least four times a year. For this purpose he may require of the county auditor a report of the amount of all school moneys on hand to the credit of the several school funds of the county not already apportioned; and it is hereby made the duty of the auditor to furnish such report when so required; and whenever an excess of money has accumulated to the credit of a school district by reason of a large census roll and a small attendance beyond a reasonable amount necessary to maintain a school eight months in such district for the year, the Superintendent of Schools shall place such excess of money to the credit of the unapportioned school funds of the county, and shall apportion the same as other school funds are apportioned.

2. If in any school district there has been an average daily attendance of only five, or a number of pupils less than five, during the whole school year, the superintendent shall at once suspend the district, and report the fact to the Board of Supervisors at their next meeting. The Board of Supervisors, upon receiving such report

from the superintendent, shall declare the district lapsed, and shall attach the territory thereof to one or more of the adjoining school districts in such manner as may be by them deemed most convenient for the residents of said lapsed district.

3. When any district has been declared lapsed, the Board of Supervisors shall sell or otherwise dispose of the property there-

to belonging, and shall place the proceeds of such sale to the credit of the district. Thereupon the superintendent shall determine all outstanding indebtedness of said lapsed district, and shall draw his requisition upon the county auditor in payment thereof. Any balance of moneys remaining to the credit of said lapsed district, after all indebtedness has been paid, shall be transferred by the superintendent to the credit of the district into which the said lapsed district has been merged. If the lapsed district has been attached to more than one of the adjoining districts, the superintendent must apportion the moneys remaining to the credit of the lapsed district to the several districts pro rata according to the number of school census children of the respective districts as shown by the last preceding school census. Should there not be sufficient funds to the credit of the lapsed district to liquidate all of the outstanding indebtedness thereof, the superintendent shall draw his requisition upon the county auditor pro rata for the several claims.

Third—On the order of the Board of School Trustees, or Board of Education, of any city or town having a Board of Education, to draw his requisition upon the county auditor for all necessary expenses against the school fund of any district. The requisitions must be drawn in the order in which the orders therefor are filed in his office. Each requisition must specify the purpose for which it is drawn, but no requisition shall be drawn unless the money is in the fund to pay it, and no requisition shall be drawn upon the order of the Board of School Trustees or Board of Education against the funds of any district except the teachers' or janitors' salaries, unless such order is accompanied by an itemized bill, showing the separate items, and the price of each, in payment for which the order is drawn; nor shall any requisition for the teachers' or janitors' salaries be drawn unless the order shall state the monthly salary of teachers or janitor, and name the months for which such salary is due. Upon the receipt of such requisition the auditor shall draw his warrant upon the county treasurer in favor of the parties for the amount stated in such requisition.

The order of the Board of School Trustees, or Board of Education, shall be made only on the form of blank approved by the Superintendent of Public Instruction; pro-

vided, that said blanks shall be printed and furnished to the school districts by the Board of Supervisors of the respective counties of the State, and when signed by at least two members of the Board of Trustees, or the officials authorized to sign orders for the Board of Education shall be transmitted to the superintendent, who shall, in case he approve said demand, endorse it, "Examined and Approved," together with the number and date when approved, and shall, in attestation thereof, affix his signature thereto, and deliver the same to the claimant, or his order, who shall transmit the same to the auditor, who shall, in case he allows said demand, endorse upon it, "Approved," together with the number and date when allowed, and shall, in attestation thereof, affix his signature thereto, and deliver the same to the claimant; and said demand, when so approved, and signed by the superintendent, and when so allowed and signed by the auditor, shall constitute the requisition on the auditor, and the warrant on the treasury within the meaning of this act.

Fourth—To keep open to the inspection of the public a register of requisitions, showing the fund upon which the requisitions have been drawn, the number thereof, in whose favor, and for what purpose they were drawn, and also a receipt from the person to whom the requisition was delivered.

Fifth—To visit and examine each school in his county at least once in a year. For every school not so visited, the Board of Supervisors must, on proof thereof, deduct ten dollars from his salary.

Sixth—To preside over teachers' institutes in his county, and to secure the attendance thereat of lecturers competent to instruct in the art of teaching, and to report to the county Board of Education the names of all teachers in the county who fail to attend regularly the sessions of the institute; to enforce the course of study, the use of text books, and the rules and regulations for the examination of teachers prescribed by the proper authority.

Seventh—He shall have power to issue, if he deem it proper to do so, temporary certificates, valid for six months, to persons holding certificates which in his judgment correspond in grade to certificates which may be issued under the provision of Section 1775 of the Political Code, or to graduates of those schools of the State of California which in his judgment are the equivalent in scholarship required for graduation from the normal schools of California; provided, that no person shall be entitled to receive such temporary certificate more than once in the same county.

Eighth—To distribute all laws, reports,

circulars, instructions and blanks which he may receive for the use of school officers.

Ninth—To keep in his office the reports of the Superintendent of Public Instruction.

Tenth—To keep a record of his official acts, and of all the proceedings of the County Board of Education, including a record of the standing, in each study, of all applicants examined, which shall be open to the inspection of any applicant or his authorized agent.

Eleventh—Except in incorporated cities having Boards of Education, to pass upon and approve or reject all plans for school houses. To enable him to do so, all Boards of Trustees, before adopting any plans for school buildings, must submit the same to the county superintendent for his approval.

Twelfth—To appoint trustees to fill all vacancies, to hold until the first day of July succeeding such appointment; when new districts are organized, to appoint trustees for the same, who shall hold office until the first day of July next succeeding their appointment. In case of the failure of the trustees to employ a janitor, as provided in section sixteen hundred and seventeen, subdivision seventh, of this code, he shall appoint a janitor, who shall be paid out of the school fund of the district. Should the Board of School Trustees of any district fail or refuse to issue an order for the compensation for such service, the superintendent is hereby authorized to issue, without such order, his requisition upon the county school fund apportioned to such district.

Thirteenth—To make reports, when directed by the Superintendent of Public Instruction, showing such matters relating to the public schools in his county as may be required of him.

Fourteenth—To preserve carefully all reports of school officers and teachers, and, at the close of his official term, deliver to his successor all records, books, documents and papers belonging to the office, taking a receipt for the same, which will be filed in the office of the county clerk.

Fifteenth—The County Superintendent shall, unless otherwise provided by law, in the month of July of each year grade each school, and a record thereof shall be made in a book and be kept by the County Superintendent in his office for this purpose. And no teachers holding a certificate below the grade of said school shall be employed to teach the same.

AN ACT TO AMEND AN ACT ENTITLED
"AN ACT TO ENFORCE THE EDUCATIONAL RIGHTS OF CHILDREN, AND PROVIDING PENALTIES FOR VIOLATION OF THE ACT." Approved March

24th, 1903, and Amended March 20th, 1905, by Amending Sections 3, 4, 5 and 6 of Said Act, and by Adding a New Section to Said Act to be Numbered Section 7 1/2.

The People of the State of California, Represented in Senate and Assembly, Do Enact as Follows:

Section 1. Section 3 of an act entitled "An Act to enforce the educational rights of children and providing penalties for violation of the act," approved March 24th, 1903, and amended March 20th, 1905, is hereby amended to read as follows:

Section 3. The Board of Education of any city or city and county, or the Board of Trustees of any school district, shall, on the complaint of any person, make full and impartial investigation of all charges against parents or guardians or other persons having control or charge of any such child, for violation of any of the provisions of this act. If it shall appear upon such investigation that any such parent or guardian or other person has violated any of the provisions of this act, it is hereby made the duty of the secretary of such Board of Education, except as hereinafter provided, or the clerk of such Board or Trustees, to make and file in the proper court a criminal complaint against such parent, guardian or other person, charging such violation, and to see that such charge is prosecuted by the proper authorities; provided, that in cities, and in cities and counties, and in school districts having an attendance officer or officers, such officer or officers shall, under the direction of the Board of Education, or the City Superintendent of Schools, or the Board of Trustees, make and file such complaint, and see that such charge is prosecuted by the proper authorities.

Sec. 2. Sec. 4 of said act is hereby amended to read as follows:

Sec. 4. The Board of Education of any city, or city and county, may appoint and remove at pleasure one or more attendance officers of such city or city and county, or the Board of Trustees of any school district having at least six hundred census children, may appoint and remove at pleasure one attendance officer, and shall fix his or their compensation, not exceeding one thousand dollars per annum for any such officer, payable from the county or special school fund of such city, city and county, or school district, and shall prescribe their duties, not inconsistent with law, and make rules and regulations for the performance thereof; provided, that in any city, or city and county, containing less than twenty thousand school census children, not more than one attendance officer

shall be appointed, and in any city, or city and county containing more than twenty thousand school census children, not more than one attendance officer shall be appointed for each twenty thousand school census children, or fraction greater than one-half thereof.

Sec. 3. Sec. 5 of said act is amended to read as follows:

Sec. 5. It shall be the duty of the attendance officer, or of any peace officer or any school officer, to arrest during school hours, without any warrant, any child between eight and fourteen years of age, found away from his home, and who has been reported to him by the teachers, the superintendent of schools, or other person connected with the school department or schools as a truant from instruction upon which he is lawfully required to attend within the county, city, or city and county, or school district. Such arresting officer shall forthwith deliver the child so arrested either to the parent, guardian or other person having control or charge of such child, or to the teachers from whom said child is then a truant, or if such child shall have been declared an habitual truant, he shall bring such child before a magistrate for commitment by him to a parental school, as provided in this act. The attendance officer of other arresting officer shall report promptly such arrest, and the disposition made by him of such child to the school authorities of such city, city and county, or school district. Any child may be reported as a truant, in the meaning of this act, who shall have been absent from school without valid excuse more than three days or tardy on more than three days, any absence for a part of a day being regarded as a tardiness. Any child who has once been reported as a truant and who is again absent from school, without valid excuse, one or more days, or tardy on one or more days, may again be reported as a truant. Any child may be deemed an habitual truant who shall have been reported as a truant three or more times. Any child who has once been declared an habitual truant and who, in a succeeding year, is reported as a truant from school one or more days or tardy on one or more days without valid excuse, may be again declared an habitual truant.

Sec. 4. Sec. 6 of said act is amended to read as follows:

Sec. 6. The Board of Education of any city, or of any city and county, or the Board of Trustees of any school district having at least six hundred census children, may establish schools in a manner hereinafter prescribed, or set apart in public school buildings for children between eight and fourteen years of age, who

are habitual truants from instruction upon which they are lawfully required to attend, or who are insubordinate or disorderly during their attendance upon such instruction, or irregular in such attendance. Such school or room shall be known as a parental school. A parental school, as herein designated and provided for, shall be one of the primary or grammar schools of the city, or city and county, or school district, and the teachers therein shall have the same qualifications and be employed and paid in the same manner as in other primary and grammar schools; but such parental school shall be established and maintained specially for the instruction therein of such pupils, between the ages of eight and fourteen years, as shall be committed thereto as provided in this act, and no pupil shall be committed to, or required to attend, such school, except as in this act provided. Said Board of Education or Board of Trustees may make such special rules and regulations for the government of a parental school as shall be consistent with the provisions and purposes of this act, and not contrary to law. Such board may provide for the detention, maintenance and instruction of such children in such schools; and the County Superintendent of Schools, or such board or the City Superintendent of Schools in any city, or city and county, or Board of Trustees, may, after reasonable notice to any such child, and an opportunity for the child to be heard, and with the consent of the parent, guardian or other person having control or charge of such child, order such child to attend such school, or to be detained or maintained therein for such period and under such rules and regulations as such board may prescribe, not exceeding the remainder of the school year. If such parent, guardian or person having control or charge of such child shall not consent to such order, such child may be proceeded against under this act. If any child in any city, or city and county, or school district in which a parental school shall be established, shall be an habitual truant, or be irregular in attendance at school, within the meaning of these terms, as defined in this act, or shall be insubordinate or disorderly during attendance at school, it shall be the duty of the attendance officer, or of the secretary of the Board of Education or the clerk of the Board of Trustees, if there be no attendance officer, to make and file a complaint against such child, in the proper court, charging the fact, and to see that such charge is prosecuted by the proper authority; and if the court, upon the hearing of such complaint, shall find that such charge is sustained, the court shall render judgment that such child be committed to, and be maintained and detained in, a parental school in such city, or city and

county, or school district; provided, that if any child in any district of a county where there is not a parental school shall be an habitual truant, or be irregular in attendance at school, within the meaning of those terms as defined in this act, or shall be insubordinate or disorderly during attendance at school, it shall be the duty of the County Superintendent of Schools to make and file a complaint against such child, in the Superior Court of such county, charging the facts; and if the court, upon the hearing of said complaint, shall find that such charge is sustained by the evidence, the court shall render judgment that such child shall be detained and maintained in a parental school, if there be one in such county, during the remainder of the school term, and if there be no parental school in such county, the court shall render judgment that the parent, guardian or person having control or charge of such child shall deliver such child at the beginning of each school day for the remainder of the school term at the school from which such child is then a truant; provided, that if the parent, guardian or other person having control or charge of such child shall, within three days after the rendition of such judgment, execute a good and sufficient bond to the Board of Education of the city, or city and county, or Board of Trustees of the district, with sufficient sureties in the sum of two hundred dollars, conditioned that such child will, during the remainder of such current school year, regularly attend some public or private school in such city, or city and county, or school district, and not be insubordinate or disorderly during such attendance, such bond to be approved by the judge of said court, and be filed with the secretary of the Board of Education or the clerk of the Board of Trustees, then such court shall make an order suspending the execution of such judgment as long as the condition of such bond shall be complied with. If the condition of such bond be violated, such court, upon receiving satisfactory evidence of the fact in any action brought therefor, shall make an order declaring such bond forfeited, and directing such judgment to be thenceforth enforced. Such Board of Education or Board of Trustees may, at any time within one year after such bond shall be declared forfeited, have execution issued against any or all of the parties to such bond, to collect the amount thereof; and all moneys paid and collected on such bond shall be paid over to the parental school fund of such city, or city and county, or school district. No fees shall be charged or received by any court or officer in any proceeding under this section.

The confinement of any child in a parental school shall be conducted with a

view to the improvement of the child and to its restoration, as soon as practicable, to the school which he would, if not so confined, be required to attend. The City Superintendent of Schools, or, if there be no City Superintendent, the Board of Education or any city, or city and county, or County Superintendent of Schools, shall have authority, in their discretion, to parole at any time any child committed to, or ordered to attend, a parental school, except when such commitment shall be by judgment or order of a court; and when such commitment of any child shall be by judgment or order of a court, such court may, on the recommendation of the City Superintendent of Schools, or the Board of Education or County Superintendent of Schools, make an order paroling such child, upon such terms and conditions as shall be specified in the order. The expense incurred by any city, or city and county, or school district in purchasing or renting a school site, erecting or renting a building and equipping the same, for the maintenance of a parental school, shall be paid out of funds other than those collected for the maintenance of schools. The salaries of teachers and the expense of all school supplies in a parental school shall be paid out of the same funds from which similar sal-

aries and expense are paid for primary and grammar schools, but all other expense incurred in the maintenance of such parental schools shall be paid out of the parental school fund.

Sec. 5. That said act be amended by adding a new section thereto, to be numbered 7½, and to read as follows:

Sec. 7½. The Board of Trustees of any school district wherein a parental school may be established under the provisions of this act, and whenever such board deems it proper, may, for the purpose of raising money for the establishment and maintenance of a parental school for said district, proceed under the provisions of Article XIX, Chapter III, Title III, of Part III, of the Political Code of this State, to raise moneys for such purpose, and the moneys so raised shall be paid into the county treasury, and shall constitute a "parental school fund," for such district. The moneys for such fund shall be used for no other purpose than herein indicated. Money shall be drawn from said fund by the trustees of the district in the same manner as money is drawn from other school funds.

Sec. 6. This act shall take effect immediately.

Some Chapters from the History of California

J. D. SWEENEY

SECOND PAPER:—The First Installment Appeared in the February Number of the NEWS.

We now come to the actual discovery of our state, for up to this time it had not been reached by the Spanish. In the year that DeSoto was roaming about the valley of the Mississippi (1542), Juan Cabrillo, with two ships, sailed from Mexico. Cruising along the coast with care he succeeded in passing Cabo del Engano, heretofore the farthest point reached, and on September 28, 1542, he dropped anchor in San Diego Bay, becoming the discoverer of the "Golden State," and as far as we know the first white man to set foot upon our soil.

After a stay of six days, he continued along the coast, discovering the Santa Barbara Islands and landing near the present city of the same name. He has left an interesting account of the natives found there, stating that they wore their hair long, ate raw fish, and had better canoes than those farther south.

Proceeding northward, he passed Point Conception, and in November discovered Point Pinos and harbored in Monterey Bay. After vainly attempting to face the severe

north winds, he returned to the Santa Barbara Islands, where he died January 3, 1543, leaving his pilot, Ferrelo, in command, with the dying injunction, "Sail northward at all hazards."

Ferrelo buried his brave leader on the island, which he called, in commemoration of the sad event, Juan Rodriguez. As soon as he could, he started up the coast, and by February reached a prominent cape, which he christened Mendocino, in honor of the Mexican viceroy. Shortly after he sighted Cape Blanco, where he encountered a heavy fog, and, as his stock of provisions was running low, he turned homeward, reaching Mexico after a year's absence.

When we consider the nature of the vessels (the smaller had no deck), this remarkable expedition along the entire coast of California marks Cabrillo and Ferrelo as brave, careful and skilled navigators. The untimely death of Cabrillo in his hour of success lends a sorrowful interest to his enterprise. As far as we can learn, he was of heroic mold and not a mere piratical searover, as were Balboa, Drake and many

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If you are a progressive, ambitious teacher, desiring advancement or a different location, we invite you to register with us. You will thus be enabled to keep in touch with suitable openings, one of which may prove your opportunity. You can register by mail, but a personal acquaintance is desirable; and teachers are cordially invited to visit our offices when in either city.

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others of the day. His name deserves more familiarity among the Californians than it now has. Our school boys know more of DeSoto or DeLeon than they do of the discoverer of their native state.

Hardly had it become known in Europe that Magellan had found the Indies before Spanish vessels followed him to secure the claim of the Spanish king. So rapid and so thorough was this that by 1565 the supremacy of Spain was unquestioned in Luzon, and an extensive and profitable trade at once began, to continue over two hundred years. This trade was carried on by way of Mexico and South America, rather than around Africa, as would be supposed.

The reason of this was the jealous hatred existing between the Spanish and the Portuguese, and the famous bull of Pope Alexander VI. By this latter all of the new land west of a certain line was to belong to Spain and that east to Portugal. Consequently, the two nations explored in different directions, and came together in the East Indies. Portugal insisted that the Philippines lay within her half, and Spain, being upon the scene first, opposed this claim. Portugal was not able to enforce her title, but she could capture ships sailing about Portuguese Africa.

This had much to do with our state's history. It was soon found that a northerly current favored vessels crossing the Pacific to the east, and brought them to American shores near Mendocino. Three results followed. English privateers were attracted to California shores to prey upon the returning merchantmen; the permanent occupation of the entire coast by Spain became imperative to prevent pirate ships from securing shelter; and the renewal of the search for the supposed straits that connected the Pacific with the Atlantic.

This fabled passage "Anian," was reported to have been found about 1500 by Cortreal, and many later voyagers supposed that they had found it. This was one object of Cabrillo's expedition. About 1590, Maldonado, a visionary, if not untruthful, mariner, pretended to have located the straits, and wrote a description of the land along its shores. His deception was not found out until a few decades ago. Juan De Fuca also wrote a description of a twenty-day voyage through a passage from ocean to ocean. Two centuries after he was rewarded by having a great inlet named in his honor.

It can be seen, then, that this strong belief in such a waterway would induce the Spanish to find it at all cost before it fell into the hands of another, especially England, who, about this time, began to awaken from her sleep of years.

The first and the greatest of English searovers to prey upon the commerce of Spain was Francis Drake. Encouraged by Elizabeth, he fitted out five small ships in 1574 and sailed for the Pacific. But one ship re-

mained when he reached Chilean waters, "The Pelican" or "Golden Hind." From Valparaiso to Panama he plundered towns, sacked churches and robbed ships, securing almost half a million in treasure. (See Hart's Contemporaries.)

Wishing to return to England, but well knowing that the Spanish would be waiting for him, he resolved to go northward and, if possible, locate Anian, and thus escape the wrath of his victims. After two months he encountered a strong, stormy wind, and was compelled to retreat. In June, 1579, he entered a harbor on California's shores (probably Drake's Bay), where he stayed a month cleaning and repairing his ship.

He found the natives to be very friendly, but superstitious. They brought him presents of bows, arrows, skins, baskets, feathers, seeds and wild tobacco. They seemed to look upon the English as gods, and to rid their minds of this, Drake had his chaplain perform the services of the Episcopal Church, knowing that he, too, worshipped a superior being. This was possibly the first Christian service upon California soil, and in commemoration thereof the Prayer-Book Cross was presented to Golden Gate Park.

Before Drake's departure, the Indians went through a long ceremonial, which he understood was for the purpose of transferring the land to him, but no doubt was simply an expression of a desire to make him a chief. However, he used the event as a pretext to set up a claim to the country, which he did by erecting posts having metal plates thereon.

During his stay he made an excursion into the interior, which he found to be a beautiful land. Thousands of deer and conies (probably squirrel) were seen roaming over the fertile plains.

Late in July, after solemn services, Drake sailed away, to the sorrow of the inhabitants. Knowing that the Spanish would be on the lookout for him, he boldly set out eastward and returned by way of Good Hope. In honor of all these exploits, Elizabeth dined with him upon board his ship and made him Sir Francis Drake.

Without going into details about the many who followed in the path of Drake, to the terror of the Spanish and to their own monetary reward, we merely note in passing a few names of these English searovers who preyed upon the returning galleons from the Orient: Cavendish, Shevelocke and Rogers.

The most important of the earlier Spanish explorers after the discovery was Vizcaino. In 1596 he left Acapulco and soon reached LaPaz, in Lower California. Three hundred miles up the coast sixty of his men landed, and about twenty were slain by natives. This so discouraged him that he went back to Mexico, where he remained for six years.

He then set out in search of the fabled straits, and spent many days in a close examination of the San Diego Bay. Passing on up the coast, he landed upon Santa Catalina, visiting an Indian temple, which he states was very highly decorated. He was visited by a chief, who seemed very anxious to have the white man remain and take possession, offering many inducements (ten Indian wives being one). But in spite of this, Viscaino went on to Point Pinos, where he found a commodious harbor well sheltered from the strong south winds. To this bay he gave the name Monterey, in honor of the viceroy of Mexico.

As his provisions were running low and many of his men were sick, he sent one of his vessels home with the invalids for a new supply of food. During this time he landed and fitted up quarters. A large, spreading oak was converted into a chapel, and here under its branches his priests celebrated the first mass upon California soil.

Viscaino found abundant game, and we quote from his chronicles: (See Land of Sunshine, December, 1899.)

"There are many and good animals, and some are very great. There are bears so great that they have a paw a foot long and a span wide. There are some animals which have the foot round, like a mule, and horns like goats; these they say are tapirs. There are other animals as large as bullocks, built like stags, with the hoof split like the ox's, the hair like a pelican's and three inches long, the neck and back long, and upon the head antlers long as a buck's, the tail a yard long and half as wide. . . . There are birds the shape of wild turkeys; they are so large that from tip to tip of their wings they measure seventeen palms. . . . There are many sea-wolves and many whales."

Viscaino reports that the natives were very numerous and very generous and friendly. In January of 1603 he reached Cape Mendocino, but, encountering a terrific storm and many of his men being sick and unable to work, he was blown northward, probably as far as Cape Blanco, in Oregon.

Upon returning to Mexico, he made a full report of his voyage, and requested that he be permitted to return to Monterey and settle. His request was referred to the king of Spain, who put him off from day to day until, weary and disappointed, he returned to Mexico. However, shortly after reaching America again, the governor received royal mandate to equip Viscaino for settlement in California. With joy the old sailor began to make ready, but the years of toil and privation proved too much, and he died, and with him the scheme, as there was none to take his place, and the actual settlement of our state was thereby delayed for one hundred and sixty years.

The next Pacific Coast session of the National Summer School of Music will be held in Seattle, Washington, July 15th-28th. A catalog will be sent to anyone upon application to Ginn & Co., 717 Market street, San Francisco.

Subscription Offers

If you wish to combine the "News" with any other educational journal, we will allow you to do so, for the price of the other publication alone. There are a few exceptions to this offer, but only a few.

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Business communications concerning this publication should for the present be sent to P. O. Box 321, Berkeley. Call upon us at the First National Bank Bldg.

Inasmuch as our mailing lists were destroyed and have had to be re-constructed from memory and by the assistance of others, we would greatly appreciate information from our readers who know of subscribers who are not receiving the "News." Send also date of your subscription, with any renewal of subscription.

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In 1683, Admiral Atondo made an effort to settle in Lower California, and, although it was not a success permanently, it permitted one Father Kino to win many natives to Christianity, and later led to the scheme of asking the church to assist in overcoming the obstacles in the way of settlement.

Four nations at this time lay claim to our shores—Spain, England, Russia and France. Spain had by far the best claim, both by right of discovery and exploration. England's claim was based upon the voyage of Drake; Russia's claim amounted to but little, and that of France was extremely vague.

But why this long period of inactivity on the part of Spain? To answer fully within the scope of these papers is not possible. The reign of Ferdinand and Isabella marks the beginning of a united and centralized government in Spain. These rulers early came into contact with the nobility, which as a class opposed the centralization of power. To assist in overcoming this body, the monarchs sought to elevate the common people. This led later to the introduction of the Inquisition, by which the upper class succeeded in greatly increasing their sway.

During the reign of Charles V, Spain might have continued to lead the world, as she had done before. But he sacrificed all, oppressing the people and overruling the Legislature, in an effort to make Spain the leading Catholic nation. Two classes of people were ordered out of the realm—the Jews and the Moors. The latter were the artificers and the artisans, and by their expulsion Spain lost her wealth-producers, as the Spanish had permitted them to have a monopoly upon the trades. The Jews were the moneyed class, and Spain's tax roll was sadly lessened by their withdrawal from the land.

To make matters worse, under Phillip, a dissolute nobility held sway. To support the extravagant government, taxation was

increased until the peasantry was reduced to beggary. The church and the nobles were exempt from taxation, and, as a result, the former accumulated vast wealth at the expense of the people, at one time having control of one-fifth of the entire wealth of the country. Every family endeavored to have one member in the church for the purpose of securing aid, and as a result the orders swarmed with members. Had it not been for the gold and silver which poured into the treasury from New Spain, the nation would not have lasted as long as it did. It is estimated that in the one year of 1595, \$70,000,000.00 was taken from America. But this vast sum soon found its way into the coffers of England, France and Holland, in exchange for necessary goods.

Added to this was the terror of the Inquisition. This had been introduced into Spain in 1480, with the threefold purpose of suppressing the new sects of Christians; aiding in the expulsion of the Moors and Jews; and, incidentally, to secure money through these two. From being a religious organization, the Inquisition rapidly developed into a semi-political machine. (See Lea's History of the Inquisition.)

Under its crushing system the life of the people was almost extinguished. First the Jews and Moors fled, then the Spanish who had any wealth were forced to leave. No one was safe and none was spared. This institution threatened two kings, Charles and Phillip; it persecuted Spain's archbishop; it destroyed Galileo; it braved the orders of the Pope, and made war on all learning. In seventy years the population fell away from ten to six millions. (The Inquisition was finally wiped out by Napoleon, who crushed it wherever he found it.)

It is wonderful, then, that Spain, involved in such a mortal struggle at home, had no time to think of far-away America, and its farthest coast, California?

Say you saw it in the Sierra Educational News.

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Manual Training in Public Schools

PRES. E. J. VERT, New Mexico Normal University.

"That the best elementary and secondary education for New Mexico and the one which will best prepare its youth for the changes which will inevitably come is one in which fully half of the time of the school period is given to the knowledge of and a training in the industries."

The foregoing is a brief outline of an exceedingly interesting lecture delivered at the Santa Fe High School February 28 by Professor Edmund J. Vert, president of the New Mexico Normal University at Las Vegas. The lecture was under the auspices of the Woman's Board of Trade and Library Association. Professor Vert deserved a larger audience than that which greeted him. He took for his subject, "The New Mexico of Tomorrow," and spoke in part as follows:

"The real motive power in human life, the real force which brings things to pass, the thing which is truly practical, is the imagery which fills the minds of men, the picture which arouses their enthusiasm, the visions which inspire them to effort."

"The final judgment men form of a people is not based upon its beautiful wares, its cunning contrivances, its treasures in material things, but upon its ideals of conduct and its ideals of destiny which shape the purposes and activities of men."

"Thus has it been with the development of the resources of nature and the discoveries and inventions which have been a benefit to mankind. A vague notion has developed into a definite ideal and thus into a conviction in an individual. The ideal has spread to many persons and this vision in the minds of many has spread to the whole. In this manner have commonwealths been founded; the resources of the soil developed; great cities built; lines of transportation established. Thus will it be in the New Mexico of tomorrow."

"Her large native population and the people that are coming to her plains and valleys from the Southern States, together with those coming from the North and East, combine to make a cosmopolitan population. They are the people who, with ideals of the future, are to make New Mexico what today she is not."

Vast Resources Assure Prosperity

"Though New Mexico has remained comparatively isolated for more than three hundred years, the time has come when she must join the procession. If New Mexico

were without resources in rock, or in soil, or in climate, her tomorrow might give us little concern, for she would have little that would be of value to mankind; but the actual condition of things is otherwise."

"If under the present crude methods of management she can produce in a single year \$44,000,000 in live stock, when less extravagant and more productive methods are employed she can produce a much larger amount. If by using but a small part of her moisture and that when employing unscientific methods she can produce \$18,000,000 a year in farm products and \$350,000 in vegetable products, when better methods are employed, as they surely will be, still greater returns will be secured. If in 1905, when the vast coal fields were just being discovered, 1,672,000 tons of coal were taken from her mines, what may we not expect ten years hence, when fields larger than the largest in the East are developed? It is these things that make the tomorrow of New Mexico bright and hopeful. History has repeated itself in our Territory as it has done elsewhere."

Education Must Solve Future Problems

"The question then is: 'How shall New Mexico prepare her people for the assumption of the responsibilities thus forced upon them and from which by no human device can they escape?'"

"For an answer to these questions, with true American habit of mind we turn to education and the schools. The public school is an investment in the future; it looks to the betterment of both the rising and future generations; it is systematized, hopeful expectation. What a people would have their children become, that they put into their public schools."

"The question therefore is: In view of the social, economic and educational conditions which exist in New Mexico and the change of events into which New Mexico will inevitably be forced, what kind of an education is best suited to its needs?"

"The proposition which I expect to expend and defend is this: That the best elementary and secondary education for New Mexico and the one which will best prepare our youth for the changes which will inevitably come is one in which fully half of the time of the school period is given to the knowledge of and a training in the industries."

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"By elementary education I mean the education of the first eight years of the child's school life. By secondary education I mean the four years of instruction given in a high school course. My proposition, therefore, is that the best education for the first twelve years of the child's life in New Mexico and the one which will best prepare our youth for the changed industrial and social conditions of things is one in which fully half of the time is given to industrial training branches.

Manual Training and Its Benefits

"We have all heard of manual training, industrial training, domestic science and domestic arts. Generally speaking, manual training is for boys, and domestic arts for girls. I have used the term industrial training to include all that is meant by manual training and also in the higher work, the introduction to certain trades for boys. By industrial training I mean training in the use and care of tools and the designing and making of articles made of wood; I mean joinery and cabinet-making or the construction of boxes, furniture and other wooden articles; I mean simple farm carpentry. Industrial training also includes forge work, such as farm blacksmithing, the use and care of tools, and the repair of broken parts of farm, ranch and mining machinery.

"Industrial training for girls and young women includes the study of food, its production and marketing, cooking, serving food, diet in health and disease and home nursing. Under the head of domestic art comes such lines of work as plain sewing,

dressmaking, millinery, needle work, household management and laundry work.

"As branches closely allied to industrial training in that they prepare directly for practical life, I would name stenography, typewriting, business forms and bookkeeping, commercial geography and commercial law.

Should Be Installed in Public Schools

"It is evident that no other form of instruction known to education has in it the possibility to create in our youth as nearly a proper conception of daily work and daily duties as has industrial training. Such instruction can be and should be introduced now into those of our Territorial institutions whose business it is to prepare teachers for the public schools. It would soon spread first to the best-supported high schools, then to other high schools and grades in city schools, and finally to the small towns and rural schools.

"I am fully aware of the numerous and grave difficulties to be met in any movement looking towards general social betterment in our Territory, yet I affirm it as my deepest conviction that in view of conditions as they exist no other method of human improvement has in it so much of promise, or can prepare New Mexico so quickly and so fully for entering upon the new rule forced upon her as the instruction I have briefly and inaccurately outlined. Nor do I hesitate to express it as my firm belief that through the wisdom and enterprise of our people, within a comparatively short time such a system of instruction will be established and made available to all."



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The New Education and the Old

DR. E. C. MOORE, Supt. Los Angeles City Schools.

Before several hundred teachers of the Baltimore schools, Dr. E. C. Moore, superintendent of schools of Los Angeles, delivered an address February 21 in the assembly hall of the new Eastern High School on "The Old and the New Education." The Baltimore Sun gives the following account:

Dr. Moore was introduced by Superintendent Van Sickle, and spoke for about an hour, comparing the differences in the old and new ideas of teaching. He said:

"I bring you the greetings of the teachers of Los Angeles. We are not so large a company as you of Baltimore, but there are more than 1000 of us, and we are emulating you in good works and in the effort to make our city pre-eminent in point of educational distinction.

"It is a somewhat hazardous thing for one to travel from the Pacific to the Atlantic to lecture on educational topics; particularly hazardous to make the journey to lecture to the teachers of Baltimore, inasmuch as the high reputation of your city in matters educational has gone abroad throughout all the land. I know I shall be guilty of discussing principles that are already trite features of everyday practice to you, but if I cannot serve you by bringing you something new, perhaps I can do something to confirm you in what you are already doing and furnish a somewhat new discussion of old and valued points of view.

"Nothing is worth doing that is not worth talking about," said Matthew Arnold, and nothing that the teacher does or believes is worth doing or believing that is not worth talking about. An enraged parent came to my office a few days ago to ask for an investigation of one of our attendance officers, who had done him the indignity of arresting his boy for not attending school as the law directs. He said: 'I want to have this whole matter aired.' That is what we want in educational work—to have all that we are doing and planning made known, or aired.

"I want to talk about certain changes in educational practice which, it seems to me, are coming to pass all about us and whose significance is very great indeed. I want, in other words, to indicate the direction in which the educational current seems to me to be running. I do not so much want to praise the newer education and defame the old, as is usually the habit of those who speak upon this theme, as to indicate clearly some points of difference between them.

"The essential difference between them is not a temporal one. The old education is not old because it came into being long

ago, and the new education is not new because it is recent. The old education is old because it makes for death and decay, and the new is new because it makes for life and for growth.

Conceptions of Discipline

"They differ in their conception of discipline. The old education was painful. The boy had to be driven to school, and when he got there he tiptoed about the schoolroom, and when he left there he tiptoed about the world. And that was by far the worst of it. Whatever inventiveness or daring or originality he had was taken out of him. The school turned him out a sort of washed-out product. It got him into the habit of sitting still and not making a fuss, and when he went out into the world he continued to sit still and not make a fuss. Other men did his thinking for him and bosses ruled him.

"I believe that we have a right to hold the schools in part responsible for political conditions, and particularly for the bad government of our American cities. The State, we are told, created the school for selfish reasons—that through them the people might become State-minded. So far the State has had no particular reason to be satisfied with its product, and school discipline is in part responsible.

"There is more hope in the discipline of the Junior Republic than in the discipline of the reform school. There is more hope in self-government in the older grades of our public schools than there is in rigid teacher-government. There is more training in the experimental life than there is in life by proxy.

"This problem of discipline is undoubtedly the most difficult problem of the public schools. It is easier to overdiscipline than to underdiscipline. There is only one principle that I know which can be given as leading to the newer and better discipline in every case in which it is used. It is, 'put yourself in the other fellow's place.' Treat him reasonably, as a reasonable being; the result will be better than any form of machine-made education could produce.

Teaching to Think

"Turn now to the studies. In spite of all that has been said to the contrary, lessons are still learned almost altogether from books; are committed in the seats and repeated in the recitation. What the child learns outside the school is not coupled up with what he learns inside the school, and what he learns inside the school is not

hitched on to the things he does, and will do, outside the school. And these are the marks of the old education, and wherever you find them you will find it—masters mastering pupils, lessons learned entirely from books and the memory the chief function used.

"The new education, on the contrary, begins wherever teachers begin to ask themselves the question, 'What am I here for? Where am I going?' Thinking has marvelous regenerating power

"What would you think of a pilot who would take out a ship from the harbor without a destination and should simply splash around for the allotted time of the voyage and then put back to port? There are not words enough in the English language to tell the sort of a fool that we would think him. And yet does it not sometimes happen that teachers spend their time in the schoolroom without a destination, floundering about until the end of the term without going anywhere and without trying to go anywhere in particular? It sometimes happens in California. The process is too wasteful of that which we want most and have least of—time, life.

"The child was not the center of the system of instruction; the teacher and his book were. It did not make much difference what the lessons were worth to the child or what he thought of them; he still had to learn them. Lessons must have a magic worth to be taught on these terms, and I believe it is the prevailing view that they do have a magic worth,

"Where are you going when you teach

arithmetic, grammar, geography and reading? Let us say that arithmetic is taught because of its practical value as a preparation for the numbering that one must do after he leaves the school. But why, then, is so much arithmetic taught that has no practical value; that is used nowhere in life whatever?

"Why is grammar taught? Because it imparts the ability to speak the English language correctly. But does it? If one studied grammar until he became as old as Methuselah it would not lead to that result. Does the study of chemistry teach one to cook? It is not intended for that purpose, and neither was grammar intended to enable one to use language correctly.

"Why do we study reading? To learn to read. But did it ever occur to you that that is the very thing that we do not learn by our study of reading. We learn how to read, but not to read by the process.

"Arithmetic that does not prepare for business, grammar that does not habituate us in the use of language and reading that does not make readers must exist for some other purpose than the practical knowledge which they impart; and you say at once, perhaps, as do most teachers, of course they do. They are taught to train the mind, to strengthen its powers. That is exactly the position of the old education, and the psychologists have taught us that that view is an ancient and impossible superstition.

To Be a Doer

"Does thinking train one in feeling and

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willing? The trouble with your theorist is that he is not a doer; his will is strengthened, but is disintegrated by his much thinking. Does willing or doing of itself train one in thinking? No. The trouble with your doer or practical man is that he is not a thinker, and neither of them is apt to be a man of strong emotions, while the specialist in this line makes sentiment-alists who are neither thinkers nor doers.

"Nature seems to have made men specialists, and not of such a sort that doing one thing will train them to do all. As John Ruskin said years ago: 'Teaching Greek teaches Greek and nothing else; certainly not common sense, unless one had it before.'

"But you are perhaps saying: 'We don't mean that. We teach these things in such a way that they train and strengthen the faculties of the mind.' But there are no faculties of the mind. Professor James has pointed out that it is not possible to train the memory, for there is no such thing as the memory. That we have a different memory for every different thing that we remember; that all methods of memory training are simply devices for getting a clearer impression of the thing to be remembered. If I remember correctly, Professor Baldwin has done the same thing for the attention. The same is true of the

observation, the thinking powers and the will.

Utility the End Sought

"What, then, are studies for? Studies are for the knowledge they impart and the habits of doing that they get us into.

"Social efficiency is the end of education, and studies are valuable because of their utility in contributing to this end.

"Utility is the end of education, but utility for man as a human being, not for man as an animal.

"The new education differs also in its method. It says that looking and listening are not sufficient means of learning. That to learn one must do something with that which he expects to learn. The laboratory or laboring method is the method of the new education throughout.

"And, according to the new education, if one would learn he must reach out for knowledge. It can't be driven into his head. The child, then, must himself try or seek or strain after it—that is, must be interested before he can learn.

"The new education, then, differs in discipline, the attitude of the teacher, in the definition of the end or purpose of instruction, in method and in means."

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Here are examples of 1906 changes through this agency in every case by recommendation only. Nova Scotia to N. Y.—Edith McLeod, Parrsboro to Montour Falls. Maine to N. J.—Anna L. Bard, Presque Isle to Hoboken. Massachusetts to N. Y.—Ruth M. Fletcher, Northampton to Watertown. Connecticut to N. Y.—Clarence O. Boyd, New Haven to Chateaugay. New York to Vt.—Ida Eveland, Franklin to Castleton Normal; to N. J., Martha Baggs, Ithaca to East Orange; to Pa., W. E. Dimorier, Montour Falls to Erie; to W. Va., Myra L. Shank, Auburn to Morgantown; to Ohio, Elspeth McCreary, Franklin to Geneva; to Mich., Gertrude Miller, Oswego to Kalamazoo; to Iowa, E. Theodore Manning, Rochester to Storm Lake; to Mo., John P. Clark, Gowanda to Carthage. New Jersey to N. Y.—F. W. Reed, Bridgeton to Dobbs Ferry. Pennsylvania to N. Y.—Ada M. Perry, East Sharon to Geneva; to N. J., Marietta Meredith, Towanda to Passaic. Michigan to Ohio—George W. Sievers, Kalamazoo to Cincinnati. Wisconsin to N. Y.—C. J. Vrooman, Racine to Utica. California to Ala.—Ida M. Cooley, San Francisco to Birmingham.

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The following courses will be offered:

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Course in Education—Prof. Suzzalo.

United States History (Methods)—Miss Howe.

Pure Psychology—Miss Rowell.

Applied Psychology—Miss Rowell.

Modern Educational Theories—Miss Nicholson.

Language and Grammar Methods—Miss Nicholson.

*Primary Methods—Miss English.

*Penmanship—Miss English.

Arithmetic Methods—Mr. Baker.

Manual Training Methods—Mr. Snyder.

*Nature Study Methods—Mr. Wood.

*Literature Methods—Miss Beal.

*Children's Literature—Miss Beal.

Science

Physical Geography—Mr. Wilson.

Physics (Heat and Light)—Mr. Wilson.

Digestion, Circulation and Respiration—Miss McFadden.

Nervous System and Special Sense Organs—Miss McFadden.

Principles of Agriculture—Mr. Wood.

*Zoology—Miss Ettie Kinney.

Nature Study—Miss Ettie Kinney.

English

Shakespeare—Miss Cory.

Grammar—Miss Bradley.

The Short Story (Composition)—Mr. Bland.

Prose and Poetry—Mr. Bland.

Mythology and Folk-lore Stories in the Grades—Miss Cory.

Public Speaking, platform work—Miss Payne.

Reading, vocal interpretation of literature—Miss Payne.

History

Economic History—Miss Howe.

United States History Methods—Miss Howe.

Greek and Roman History—Miss Bradley.

Mathematics

Plane Geometry—Mr. Baker.

Algebra (Elementary)—Mr. Baker.

Solid Geometry or Trigonometry—Mr. Baker.

Arithmetic Methods—Mr. Baker.

Geography

Physical Geography—Mr. Wilson.

General Geography—Mrs. George.

Geography of Commerce—Mrs. George.

Manual Training

Manual Training (Primary)—Mr. Snyder.

Manual Training (Elementary Woodwork)—Mr. Snyder.

Manual Training (Advanced Woodwork)—Mr. Snyder.

Music

Ear Training, Sight Singing—Miss Fisher.

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Light Gymnastics, Swedish Gymnastics, Games—Miss Bassler.

Advanced Work—Miss Bassler.

Drawing

Pencil work, brush work, black and white—Miss Kinney.

Brush work—Miss Vivian.

Design—Miss Vivian.

Classes in the following subjects will be formed in case enough students apply:

Bookkeeping—Miss Bradley.

School Hygiene and Sanitary Science—Miss McFadden.

*Present Day Problems—Miss Howe.

Human Nature Studies—Mr. Bland.

The Study of Classics in the Upper Grades—Miss Cory.

The Development of the Child Mind—Miss Schallenberger.

*Grammar—Miss Beal.

*Lecture work, vocal and pantomimic expression and value of reading aloud—Miss Payne.

In addition to the regular Normal School faculty, Professor Henry Suzzalo, of the Department of Education, Stanford University, will give a course in Education.

National Educational Association

On account of the meeting of the National Educational Association in Los Angeles, the San Jose Normal Summer School will dismiss from July 3d to July 15th, 1907.

Expenses

A registration fee of one dollar is charged each student. This fee is expended in providing entertainment, intellectual and social, lectures, etc.

Laboratory and Manual Training fees will be charged in those departments. All other tuition is free.

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*Recitations

The work each day will begin at 8 a. m. and close at 12:30 p. m.

Normal School Credits

Students wishing to obtain credit for work done during the Summer School will be allowed to register for but two subjects and must spend their time upon the two subjects.

Those desiring to obtain credits for work done in any subject must be in attendance during the entire session.

Excursions

The following excursions will be given during the week beginning July 8th:

To Mt. Hamilton; cost of round trip, \$2.50.

To Stanford University; cost of round trip, 75 cents.

To Santa Cruz and Big Trees; cost of round trip, \$1.75.

Steamer excursion around San Francisco Bay, \$2.00.

These excursions are especially planned for those who do not attend the National Educational Association at Los Angeles.

Reduced Railroad Rates

Reduced rates have been obtained for those who do not desire to attend the N. E. A., viz., a one and one-third round trip rate. It will be necessary to pay full fare to San Jose and take a receipt for the same. This certificate when signed by the Secretary of the Normal School will entitle the holder to a one-third return trip fare.

For further information, address M. E. Dailey, President State Normal School, San Jose, California.

*No credits given.

THE EUMENIDES OF AESCHYLUS

The 18th of April, a date memorial in California, is set for the production of the Greek play, "The Eumenides of Aeschylus," which is to be given by students in the College of Letters in the Greek Theatre, at the University of California. All lovers of the classics and all interested in the history of the drama are looking forward to this event with the greatest pleasure. They have not forgotten the former Greek play, "The Ajax of Sophocles," which was rendered with such appropriate setting in the Fall of 1904. It was a performance of unusual beauty and impressiveness. No less beautiful will be "Eumenides," and in some respects it will be far more spectacular. Added interest attaches to this performance, in view of the fact that it will be the first

presentation in California of a play by Aeschylus, the Father of drama, whom Victor Hugo called Shakespeare the First. It will be, moreover, the first production of the "Eumenides" in America. In England it has been twice performed, both times in Cambridge, first in 1885 and again in November, 1906. The music composed for the first Cambridge performance by Sir Charles V. Stanford, will, by special arrangement with the composer, be used in the performance next month. Admirably adapted to the meter and the meaning of the Greek lines, it is not only beautiful, but very impressive, and is of elaborate character, calling for an orchestra of forty pieces. The orchestra and choruses are being trained under the efficient direction of Professor J. Fred Wolfe, of the Department of Music. Mr. C. D. Von Neumayer, instructor in public speaking, is in charge of the acting and stage-setting. The entire cast consists of nearly seventy persons.

Catalina Island

Catalina Island, which has been for so long a "place of peace" for tired teachers and other professional people, as well as a humming resort for pleasure seekers, has been undergoing a change during the past year or two. A stage road has been under construction, connecting Pebbly Beach and Moonstone Beach; the hill behind Lookout Cottage has been terraced and an incline railroad is built from Avalon over the hill to Lovers' Cove. At the Avalon end is a pretty little park, to which the music "shell" has been moved from its old station near the pavilion. A new Sugar Loaf has been made to take the place of the old one, which is wearing away under stress of wind and wave. The picturesque line of boatstands has disappeared from the beach, and the sea-wall has been extended south of the pier. But the charm of the place remains; and the old habits of the Island are lamenting the possibility that other transportation companies may wrest from the Bannings their exclusive control which has been, in the main, so wisely exercised.

Free "The Dictionary Habit"

The publishers of Webster's International Dictionary have just issued a handsome, thirty-two page booklet on the use of the dictionary. Sherwin Cody, well known as a writer and authority on English grammar and composition, is the author. The booklet contains seven lessons for systematically acquiring the dictionary habit. While it is primarily intended for teachers and school principals, the general reader will find much of interest and value. A copy will be sent, gratis, to anyone who addresses the firm, G. & C. Merriam Company, Springfield, Mass. Write today.

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T. A. N. C.

The executive committee of the Teachers' Association of Northern California, met Saturday in Superintendent O. W. Erlewine's office, Sacramento. Present: President Chas. H. Camper, Chico; C. N. Shane, Auburn; O. W. Erlewine, Sacramento; J. D. Sweeney, Red Bluff, and Mrs. Minnie Abrams, Oroville. Absent: A. B. Anderson, Berkeley, and Miss Lillie Laugenour, Colusa.

It was decided to hold a four-day meeting beginning Tuesday, October 22d. There will be two sections, High School in charge of Principal Frank Tade of Sacramento, and Elementary School, Principal G. W. Moore of Colusa, Chairman.

An effort will be made to secure some prominent educator from the East who, with the University and Normal men, as well as leading school men of Northern California, will make a great meeting.

Among those considered from abroad are City Superintendent Brumbaugh of Philadelphia, Deputy State Superintendent Hough of Pennsylvania, Editor Boone of "Education," Boston, and Judge Lindsay of Denver.

It was hoped to secure City Superinten-

dent F. Soldan, one of the greatest and most practical men in America, but he is not available. Both Mr. Camper and Mr. Sweeney have taken university work under him and consider him great.

All the valley counties are expected to co-operate either by holding joint institutes with the association or by holding local institutes during the first part of the week and thus permitting many teachers to attend the Sacramento meeting later. If Solano, Yolo, Colusa, Glenn, Tehama, Butte, Shasta, Yuba, Sutter, Placer, Nevada, Eldorado, Amador and probably Napa and Lake will thus co-operate with Sacramento a meeting of 800 or more will result. Butte, Glenn, Tehama and Colusa have ever been the "faithful four." Shasta, Yuba, Sutter and Yolo have been next.

Special rates will be secured from the railroads, and Sacramento promises to entertain teachers royally.

The officers for 1907 are: C. H. Camper, Chico, President; O. W. Erlewine, Sacramento, Vice-President; Miss Lulu White, Redding, Recording Secretary; Mrs. Minnie Abrams, Oroville, Corresponding Secretary; J. D. Sweeney, Red Bluff, Treasurer.

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Other changes announced later.

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Published by
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at

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E. C. BOYNTON, Managing Editor.

Advertising Manager.....**A. M. Cleghorn**

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to South Dakota we can't guess it.

Meetings

CALIFORNIA

Mendocino County Institute, Ukiah, May 7 to
10, 1907.

National Educational Association, Los Angeles,
July 8 to 12, 1907.

Teachers' Association of Northern California,
Sacramento, Oct. 22 to 25, 1907.

Southern California Teachers' Association, Los
Angeles, Dec. 18 to 21, 1907.

California Teachers' Association, Santa Cruz,
Dec. 30.

OREGON

State Teachers' Association, Western Division,
Salem, July 1, 2, 3, 1907.

WASHINGTON

Inland Empire Teachers, Association, Pullman,
April 1908.

NEW MEXICO

Santa Fe County Institute, Santa Fe, Aug. 12 to
22, 1907. J. A. Wood, Conductor.

COUNTY EXAMINATIONS CALIFORNIA

Alameda County, Oakland, June 17, 1907.

Napa County, Napa, week of June 17.

Shasta County, Redding, week of June 10.

NEW MEXICO

Santa Fe County, Aug. 23 and 24, Santa Fe,
High School Bldg.

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SUMMER SCHOOL

CALIFORNIA

University of California, Berkeley, June 24-Aug. 3
University of California, Summer Assembly,
Bakersfield.

State Normal School, San Jose.

Pomona College, Art School, Claremont, July
1 to Aug. 1.

Anna S. C. Blake, Manual Training School, San-
ta Barbara, July 15 to Aug. 16.

IDAHO

Boise.

Coeur d' Alene, July 15 to Aug. 27.

Pocatello.

WASHINGTON

State Normal, Cheney, June 11, six weeks.

State College, Pullman, July and August.

State University, Seattle, June 10 to July 19.

THE N. E. A. AT LOS ANGELES

The programme in part is as follows:

Monday, July 8, 2:00—Address of wel-
come, Bob Burdette, the humorist.

Response, Dr. Wm. T. Harris.

Inaugural address, "How Can the School
Aid the Peace Movement?" President
Schaeffer.

"Education and Democracy," President
Storm, Iowa.

Tuesday, 8:00—"Greeting from a Sister
Republic," Justo Sierra, minister public in-
struction, Mexico.

"The Personality of the Teacher," Bishop
Conaty.

"The School in Its Economic Relations,"
Principal Thompson, Ohio.

Wednesday, 8:00—"Shall Teachers' Sal-
aries be Graded on Merit or by the Clock?"
Superintendent Cooley.

"Teachers' Pensions and annuities," Su-
perintendent Keyes.

"Other Forms of Compensation for Teach-
ers," President Nash, South Dakota.

Thursday, 8:00—"School for Defectives
in Connection with the Public Schools,"
Superintendent Pearse.

"The School and the Library," J. W.
Olsen, St. Paul.

"The School and Women's Organiza-
tions."

Friday, 8:00—"Call Nothing Common,"
President Wheeler, Cal.

"A Significant Lack of Common Termin-
ology," Prof. Adams, University College,
London.

DEAN OF THE SUMMER SESSION

The President announces that the Dean
of the coming summer session at Univer-
sity of California will be Dr. Charles H.
Rieber, Associate Professor of Logic.

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NOTES

The newly-fledged Schoolmasters' Club of Santa Barbara gave its initial entertainment April 18th, the affair taking the form of a banquet at the Casa de Brabo. The table was in the gay red and yellow of Spain, narrow ribbons in the two hues forming a canopy from the ceiling to the edges of the board, which was further adorned with yellow poppies, crimson geraniums and feathery wild oats and grasses.

The dinner was for Prof. D. R. Jones, of the San Francisco Normal, who has been in this city during the week, demonstrating his system of teaching arithmetic.

M. L. Adams acted as toastmaster, Prof. D. R. Jones and H. A. Adrian responding to "Our Public Schools and How to Make the Most of Them."

Those present were: Prof. Jones, the guest of honor; H. A. Adrian, City Superintendent of Schools; Prof. A. E. Monteith, principal of the High School; M. L. Adams, principal of the Washington School; Frank George, principal of the Lincoln School; J. B. Hankensen, principal of the Jefferson School, C. E. Cargill, principal of the commercial department of the High School; Peter Madsen, professor of modern languages, High School; R. E. Wiatt, Santa Barbara Business College, and C. W. Beers, former principal of the Garfield.

Hawley—"I wonder why a dentist calls his office a dental parlor?"

Smart—"I don't know. Drawing-room would be more appropriate."

Little Boy—"Pa, what does 'hereditary' mean?"

Father—"It means something that descends from father to son."

Little Boy—"Then your old clothes are hereditary."

In Fresno County several new school houses will be built in the country districts during the coming summer. Amounts large enough to construct buildings usually have to be raised by voting bonds, but in some other districts a special tax levy will be made to provide money for repairs or additional room.

The largest project is that of Alcalde district, which includes the town of Coalinga. In that place it is planned to vote \$22,000 in bonds. Another large bond program is in the Terry district, near Selma, where a bond issue of \$9,000 for a new building is proposed. Roeding district is also agitated with a bond issue plan.

In the Houghton district it has been decided in district meeting to raise \$1500 by special tax for an addition to the school building. In the Empire district it has been determined to raise \$534 by the same method for schoolhouse repairs. In Canal district a meeting has been called to discuss a proposed special tax.

The Board of Education of the City of Fresno school district desires bids for furnishing supplies, materials, apparatus, etc., for the school year beginning July 1, 1907. Complete list of such supplies with specifications may be procured from Secretary C. L. McLane of said Board.

Sacramento, April 10.—At a meeting of the State Text-book Commission today, Robert Furlong, who for years has been Secretary of the Commission, handed in his resignation to take effect April 30, and it was accepted. George L. Sackett, of Ventura County, was elected to succeed him.

Miss Katherine Harker, of Palo Alto, has just let a contract for a new school building, to cost \$18,093.

NEW BOOKS

Educational Gymnastic Play....\$.60	Young America's Manual..... .25
Story of the American Flag..... .40	Action Imitation and New Series
Rocheleau's Geography of Commerce and Industry..... 1.00	for Supplementary Reading in
Civics for Elementary Schools.. .50	the First and the Second
Elementary Knife Work..... .25	Grades, 11 vol., each..... .30
Advanced Knife Work..... .25	Cub's Career75
Drawing with Colored Crayons.. .30	King Gobbler, by the author of
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We have three schools now on hand for sale ranging from \$500 for furniture and good-will to a proposition calling for \$3500 for equipment and good-will, an annual rental of between \$1500 and \$1700, or a sale of the entire property and good-will at \$20,000-\$25,000.

We have information of other good locations.

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The annual Institute of the Indian Department of General Education will hold its annual session in Los Angeles beginning July 2. It is expected that at least 3,000 teachers of the various Indian schools throughout the country will be in attendance.

Professor E. C. Moore, Superintendent of Schools, has been communicated with in regard to the proposed Institute and he will perfect the plans at this end. Miss Estelle Reed, Superintendent of Indian Schools in the country, will have charge of the general arrangements of the Institute, and will personally conduct a large portion of the Eastern Indians to the Coast.

Many of the leading teachers of Indians will come to this city to attend the session, and a number of the leading authorities and officials of Indian life and culture will deliver addresses. Sherman Institute will send up a large class to give exhibitions of various lines of domestic science.

Sealed bids will be received at the Preston School of Industry, near Ione, Cal., up to 6 p. m., May 31, 1907, for the following articles: Brass goods, hardware, iron and steel, blankets, building materials, brooms and brushes, wooden ware, canned goods, hats, caps and clothing, cloth, coffee and tea, crockery and glassware, drugs and medicines, dry goods, enamel ware and tin ware, fish and oysters, flour, meals and grains, fuel, leather and findings, lumber, paints and oils, photographic materials, produce and dried fruits, provisions, school supplies and stationery, soap and laundry supplies. Contract will be awarded as per printed schedules, will be furnished on application. Each bid is to be accompanied by a certified check of 10 per cent of the amount bid. Check payable to Board of Trustees of the Preston School of Industry. The Board of Trustees reserves the right to reject any and all bids.

CHAS. H. DUNTON,
President of the Board.

On and after May 1st, 1907, GINN & CO. will be found in the quarters occupied by them previous to the earthquake and fire of April 18th, 1906. As will be remembered, they had newly-fitted offices at 717 Market street, San Francisco, two doors west of the "Call" building, on the south side of the street.

On the site of the old China Town in Pacific Grove, all of the Chinese will be moved from there and the property will be turned over by the Pacific Investment Co. to the University of California. On the site will be erected a group of buildings that will cost in the neighborhood of \$200,000, and will be devoted to the study of animal life of the sea.

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Teachers or Students can secure Profitable Employment, during the summer months, in seeing our complete line of **School Supplies and Furniture**. Apply at once for Territory.

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\$100 FOR 2000 NAMES

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We are prepared to buy up 2000 such bona fide names.

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Berkeley, Cal.

Santa Fe is soon to lose Professor William E. Garrison, principal of the High School. On August 1st he will be installed as President of the New Mexico Normal University at East Las Vegas as successor to Professor Edmund J. Vert. This decision was reached yesterday afternoon at a meeting of the Board of Regents in the Meadow City, and at which Professor Garrison was present.

Well Qualified for Place

That Professor Garrison is well qualified for the position to which he has been elected goes without saying, as he has been engaged in educational work for a number of years. Prior to coming to Santa Fe he was President of Butler College, which is located at Indianapolis, Indiana. He was at the head of this institution for two years, and prior to that served a like length of time as a member of the faculty.

Principal of Local High School

Professor Garrison was forced to give up the presidency of the Indiana College on account of impaired health, caused by overwork. His resignation was accepted with great reluctance, but he felt that he must seek another climate to recuperate and, about a year ago, he came to Santa Fe. He became principal of the High School here at the beginning of the present school year and in that capacity he has given the utmost satisfaction. He has infused new life into the school and encouraged innocent athletic sports and organized the literary society.

Professor Vert will continue in charge of the New Mexico Normal University until after the close of the summer school, to be held at the institution in July.

OREGON

Extracts from Biennial Report of State Superintendent

That the apportionment of public school funds should be made upon the basis of the number of teachers employed, and not upon the number of children in the district, is one of the most important recommendations in the biennial report of Superintendent of Public Instruction J. H. Ackerman. This

very radical change in the plan of distribution is suggested as a means of enabling the sparsely settled district to employ as efficient a teacher and have as many months of school during the year as the larger and more favored district. This privilege, Superintendent Ackerman says, is one to which the smaller district is entitled. California has such a law.

Among other recommendations made in the report are: That the minimum length of the school year be increased from three to five months; that the levy for school purposes be increased from \$6 to \$8 per capita; that the inheritance taxes be turned into the irreducible school fund, and that a part or the whole of the corporation tax be turned into the common school fund to be expended each year for school purposes. In connection with the recommendation regarding the length of the school year, Superintendent Ackerman says there are too many districts satisfied to maintain school only the minimum number of months required by law.

"There is no reason why a child in a small, isolated district is not entitled to as many months of school as is the child in a more favorably situated district," said he, "Mere location should not be the test of the number of months' schooling to which a child is entitled." The suggestion that the rate of levy be increased is founded upon the need of more funds in order that longer terms of school may be maintained and higher salaries paid to teachers.

Upon the subject of teachers' salaries, Superintendent Ackerman says: "There is no greater problem confronting the American people than that of teachers' salaries, and hence it is one that cannot and will not be settled in a day. With the increased cost of living and ever-increasing educational demand for better preparation, the regarding teaching as more and more professional, more is demanded in a social way, both as to living and dress, and this carries with it, to a certain degree, a demand that the teacher shall give the whole of her time to school work and her vacations to recreation.

"* * * Our statistics show that the average number of months of school is but little more than half the number of months in the calendar year. In other words, the average teacher is out of employment really one-half the time, during which her expenses must be met; and, as I have previously said, public opinion is coming to be such that she loses caste as a teacher to a certain extent if she engages in other work in vacation time. The salary question will never be settled right until the teacher is paid a fair wage for every month in the year."

Superintendent Ackerman also recommends that County Superintendents be paid

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salaries sufficient to warrant then in devoting all their time to their official duties, and that they be given clerical assistance, so that some one may be in the office while the Superintendent is out visiting schools. The report says that the state course of study has been revised and as much as possible of the subject-matter eliminated.

"I presume," said Superintendent Ackerman, "there is no course of study printed that goes farther in the way of pruning the subjects of obsolete matter than does the Oregon State course of study, and I am of the opinion that when public opinion is a little more educated along this line it will be not only feasible, but desirable, to eliminate still more."

He says that the course of study for rural schools should include elementary agriculture, and that for city schools should include manual training.

Speaking generally of educational conditions in Oregon, Superintendent Ackerman says: "I think I am not too optimistic when I say that the general school conditions of the state are quite satisfactory. They have not reached the ideal condition, and they never will; but when I say they are quite satisfactory I mean that the educational forces now at work with the enthusiasm behind them, which is increasing on all sides, and with the helpful co-operation of all the school factors which now predominate, I can see mighty changes for the better in the school system of our beloved state. I am firmly convinced that there never has been a time in the history of the world when the children of the country were better trained morally, mentally and physically than is being done at the present time."

The report recommends the enactment of a law that will compel parents to send their children to school, speaks in felicitous terms of the benefits derived from parents' meetings, advises the holding of annual meetings of County Superintendents, and asks that the printing of a pamphlet be authorized for the purpose of instructing School Boards upon the subject of school architecture. Superintendent Ackerman commends the efficient work of Secretary Cornelia Marvin, of the Oregon Library Com-

mission. He recommends a change in the qualifications for first-grade county certificates by the addition of algebra and physical geography to the list of examination subjects. The report closes with an expression of gratitude to fellow-officers who have co-operated with him in educational work, and to teachers and school patrons who have endeavored to raise the educational standard in the state.

NOTES

The annual business meeting of the Inland Empire Teachers' Association resulted in the election of J. H. Ackerman, State Superintendent of Public Instruction in Oregon, to the office of President, and the selection of Pullman, Wash., as the place for the next meeting.

Other officers of the Association are: W. E. Wilson, Ellensburg, First Vice-President; Aurella Henry, Lewiston, Second Vice-President; Superintendent W. E. Harmon, of Montana, Third Vice-President; City Superintendent J. E. Williamson, of Boise, Secretary; M. Trimble, of Spokane, Treasurer.

The Executive Committee is composed of H. C. Sampson, Pullman; B. L. Penrose, Whitman College; Professor Eldridge, University of Idaho, Moscow.

Under the provisions of an Act of the last Legislature, creating a State Board of Commissioners to revise and recodify the code of public instruction, Governor Mead has announced the appointment of N. D. Showalter, of Colfax, County Superintendent of Schools of Whitman County; W. E. Wilson, of Ellensburg, Principal of the State Normal School at that place, and E. C. Hughes, of Seattle, a member of the Seattle Board of Education. The Superintendent of Public Instruction is ex-officio Chairman of the Commission, and the Attorney General is ex-officio member, while the Deputy Superintendent of Public Instruction is ex-officio Secretary of the Commission.

The members are to serve eighteen months without pay, except for necessary traveling expenses.

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